Pookee the dog

Written by Jacqui Edwards. Photography by Jacqui Edwards and Lucinda Gooden.

SPELD SA
Phonic Book Series

Practice page

Practise the sounds

s, a, t, i, p, n

c, k, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

Practise blending sounds

wet, wags, smell, good, jumps, waits, Pookee, stands, dripping

Practise high frequency words

the, going, we, are, to, he, what, you, so, hole

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

waits – stays until others catch up

sniffs – breathes air into the nose to smell something

smell – sniff for a scent

a bit wet – only part of something is wet, slightly wet

cool off – get cooler

wags – moves a tail backwards and forwards

rock hole – water hole, a place where water collects

going to visit – going to see someone or be somewhere for a short time

Pookee the dog is on the hot sand. He waits for us.

We are going to visit the rock hole.

The dog sniffs the rock and looks for food. What can you smell, Pookee?

The dog stands on the rock.
His feet get a bit wet as he
looks at us.

It is hot so he has a swim.
It is good to cool off in the rock hole.

The dog jumps up. He is dripping wet and wags his wet tail at us.

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. What did Pookee do at the rock hole?

2. What do you think Pookee could smell on the rock?
   Can dogs smell things that humans can't?

3. Do you like to go for a swim when you are hot?
   What other ways can you cool down on a hot day?

4. Do you think dogs like swimming? How does a wet dog dry itself?

5. If you had a dog, would you take it with you on a trip?

Fluency chart

us	at	up	off
for	wet	dog	wag
feet	rock	look	wait
food	jump	tail	sand
bring	swim	looks	sniff
smell	stands	dripping	

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

Set 1	**s, a, t, p, i, n**
Set 2	**c, k, ck, e, h, r, m, d**
Set 3	**g, o, u, l, f, b**
Set 4	**ai, j, oa, ie, ee, or**
Set 5	**z, w, ng, v, oo** (book), **oo** (room)
Set 6	**y, x, sh, ch, th** (think), **th** (that)
Set 7	**qu, ou, oi, ue, er, ar**
Set 8	**y** (sunny), **a** (apron), **a-e** (cake), **e** (female), **e-e** (eve), **i** (silent), **i-e** (kite), **o** (open), **o-e** (home), **u** (student), **u-e** (tune)
Set 9	**ay** (play), **ey** (they), **oy** (toy), **y** (mystery), **ea** (dream), **ie** (chief), **y** (dry), **igh** (night)
Set 10	**oe** (toe), **ow** (rainbow), **ow** (now), **ir** (bird), **ur** (turn), **ew** (few), **au** (launch), **aw** (paw), **al** (talk)

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